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Identifiers-Canada

Graduate programs in adult education at 24 universities in the United States and Canada are surveyed here. An overall review of program content (mainly surveys of the field, program development in adult education, adult learning, and general administration) is followed by unique features and specialties of several programs: information on internship programs and seminars, required textbooks; program titles, and degrees offered; and data on admission requirements for master's and doctoral programs, numbers of adult education students and faculty, and the number and value of fellowships, assistantships, and internships at given institutions. (The document includes an appendix.) (ly)

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A SURVEY OF GRADUATE PROGRAMS IN ADULT EDUCATION IN THE UNITED STATES AND CANADA

July, 1968

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and

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AC 002 764

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INSTITUTIONS

1. Arizona State University
2. Boston University
3. Brigham Young University
4. British Columbia, University of
5. Buffalo (State University of New York at Buffalo)
6. Chicago, University of
7. California (University of California at Berkeley)
8. California (University of California at Los Angeles)
9. Columbia University
10. Cornell University
11. Florida State University
12. George Washington University
13. Georgia, University of
14. Indiana, University of
15. Michigan, University of
16. Missouri, University of
17. North Carolina (University of North Carolina at Chapel Hill)
18. North Carolina State University
19. Nebraska, University of
20. Ohio State University
21. Toronto, University of
22. Wisconsin (University of Wisconsin at Madison)
23. Wisconsin (University of Wisconsin at Milwaukee)
24. Wyoming, University of

I. Content of Programs

A. Survey of the Field of Adult Education

1. Titles of Courses from Selected Institutions

a. An Introduction to Adult Education (FSU*, Michigan, UCLA, Ohio State, Toronto, British Columbia)
b. Adult Education in America (FSU)
c. Survey of Adult Education (Buffalo, Wyoming, Indiana)
d. Adult Education (Chicago, George Washington, Arizona State)
e. Principles and Practices in Adult Education (Nebraska, Columbia)
f. The Nature of Adult Education (Boston University)
g. Objectives and Programs of Continuing Education (Brigham Young)
h. Principles of Adult Education (Wisconsin-Madison)
i. Adult Education: History, Philosophy, Contemporary Nature (North Carolina State)
j. An Introduction to the Field of Adult Education (California-Berkeley)
k. Fundamentals of Extension Teaching of Adults (Missouri)

2. Representative General Topics Included by Various Institutions in These Survey Courses

a. The Nature, Scope, and Importance of Adult Education

1. Defining the field of adult education
2. Extent and nature of adult participation
3. Overview of agencies and programs
4. Professionalization
5. Job Opportunities
6. Leadership (Persons identified with)
7. The objectives of adult education; social and individual purposes
8. Relationship to other forms of education

b. Sources of Objectives

1. Customs, traditions and values in our society
2. The nature of community and social needs
3. The nature of personal needs of the individual
4. The nature of our institutions
5. Social trends
6. Industrial and social problems
7. The role of the adult educator in the establishment of objectives
8. The analysis of needs and interests
9. The need for objectives
10. Typology of objectives
11. Philosophy and formulation of educational objectives
12. Philosophies of education
13. Evolving a personal philosophy for adult education programming

*Non-majors

2 c. The Historical Background and Development of Adult Education (institutions and agencies)

1. Development of institutions and formal organizations
2. Early origin and foundation based on individual and community needs
3. Current status
4. Historical background in Europe and U.S.A.
5. Basic hypotheses about the history of adult education
6. The primary motives and objectives of adult education at key periods in our history and relationship of these to social and economic conditions

d. Comparative Adult Education

1. The connections between European Adult Education and ours (Denmark, Scandanavia, England)
2. Differences in philosophy behind adult education in Europe and the British Isles and that in U.S.
3. Political conditions in different countries and their influence on adult education

e. Psychological Foundations of Adult Education (The Adult as a Learner)

1. Adults can learn to learn
2. Individual adaptation to change in contemporary culture
3. Motives of adults
4. Adult learning in small groups
5. Overview of learning and personality theory
6. Characteristics of adults as a learner
7. Principles of adult teaching and learning
8. Learning capacity of adults and its relation to age
9. Major stages of adulthood and the implications for adult educational programming

f. Methods Used in Teaching Adults

1. Methods used by different agencies
2. Relationship of methods to adult learning abilities
3. Criteria for selecting appropriate methods
4. Uses of mass media
5. Use of small groups
6. Classification, selection and use of methods, techniques and devices
7. Stress on client participation
8. New approaches to large group participation

2 g. Sociological Foundations of Adult Education

1. Disengagement of the adult
2. Innovation and adoption
3. Social class and verbal behavior
4. Socialization throughout the life cycle
5. The nature of social institutions
6. The four major social conceptions of adult education
7. The structure of institutional adult education in the U.S.
8. A typology of adult education institutions

h. Agencies of Adult Education

1. Programs
2. Method
3. Content
4. Clientele
5. Finance
6. Origin of various agencies
7. Growth and development

i. Personnel of Adult Education

1. Leadership
2. Clientele
3. Administrators
4. Instructors
5. Counselors
6. Consultants

j. Problems, Issues and Concerns of Adult Education

1. Coordination between agencies and role clarification
2. Public understanding
3. Research and evaluation
4. Facilities and finance
5. Philosophical issues
6. The "marginality" concept

k. Evaluation in Adult Education

1. The nature and purpose of evaluation
2. Determining and measuring the attainment of objectives
3. Appraising the effectiveness of methods and techniques
4. The measurement of outcomes of various types of programs such as a community forum

l. Trends and Strategies for the Future

3. Course Objectives of a Few Selected Institutions

a. F.S.U. (An Introduction to Adult Education)

"This course was designed to furnish the enrollees an opportunity to familiarize themselves with the over-all field of adult education. More specifically, the in-class and out-of-class experiences constituting this course have been selected and arranged to facilitate the efforts of participants to improve themselves with regard to:

1. Awareness of adult education as a unique segment of the broad field of education.
2. An understanding of the special problems which face the adult educator together with the guiding principles useful in their resolution.
3. A familiarity with the historic development of adult education and its sponsoring organizations, institutions and agencies.
4. An awareness of the social imperatives of adult education.
5. A knowledge of the unique physical, psychological and social characteristics of the adult learner and associated implications for the teaching adult educator.
6. A familiarity with and competence in the selection of methods and techniques appropriate for various adult learning situations.
7. A familiarity with the over-all program development process and an understanding of the associated principles.
8. An awareness of the research needs of the field of adult education.
9. The skill and ability to communicate effectively with the spoken and written word.
10. An appreciation for originality and self direction."

b. Chicago

"This course attempts:

1. To increase the student's understanding and knowledge of adult education by giving him a general overview of the field as it has developed to the present time.

   a. Its definition
   b. Its objectives
   c. Its history
   d. Its organization and operation

2. To help the student develop an understanding of the process of self-development which he should follow as an adult educator."

3c. Nebraska

"The general purpose of the course is to develop an understanding of the philosophy and history of adult education which will form a basis for understanding current adult education practices, trends, and issues. The major course objectives are to develop the following competencies:

1. An understanding of the general history and development of adult education in the United States and in other countries.

2. A personal and developing philosophy of adult education, based on:

   a. An operational definition of adult education.
   b. A knowledge of the historical development of the field.
   c. An examination of philosophical issues that relate to the field of adult education.

3. The ability to analyze contemporary issues related to adult education in the way that draws upon knowledge of the history and philosophy of adult education.

4. An understanding of the methodology for determining objectives for adult education."

d. Boston University and George Washington University

"The general objectives of this course subject to modification by the individual objectives of the student are as follows:

1. To develop an appreciation of the role of adult education in society, past and present, and to explore its potential roles in the future.

2. To develop knowledge of the present scope and trends of adult education in terms of aims, agencies, content, personnel, program types, methods and materials, as well as its problems and obstacles.

3. To develop an understanding of the concerns and philosophical issues affecting the adult educational field.

4. To develop insight into the relationship between the education of adults and the education of youth.

5. To develop an understanding of the basic processes of adult education.

e. Toronto

"A critical examination of adult education in Canada, including historical and contemporary programs, practices, and agencies. Current philosophical and social issues in the practice of adult education. Selected problems in mass media and communication."

4. Required or Major Texts Used

a. American Ideas About Adult Education -- Grattan
b. The Inquiring Mind -- Houle
c. Adult Education: Outlines of An Emerging Field of University Study -- Jensen, Liveright, Hallenbeck
d. Handbook of Adult Education in the U.S., 1960 -- Knowles
e. Man, Education, and Work -- Venn
f. Volunteers for Learning -- Johnstone and Rivera
g. In Quest of Knowledge -- Grattan
h. Adult Education, the Community Approach -- Sheats, Jayne and Spence
i. A Design for Democracy -- The British Ministry of Reconstruction
j. Learning Comes of Age -- Powell
k. An Overview of Adult Education Research -- Brunner, et al.
l. The Adult Education Movement in the U.S. -- Knowles
m. Adult Education -- Bryson
n. Sociological Backgrounds of Adult Education -- Burns
o. Adult Education -- Kempfer
p. Informal Adult Education -- Knowles
q. Adult Education -- Verner
r. Creative Leadership of Adult Education -- Essert

B. Program Development in Adult Education

1. Titles of Courses in Program Development

a. Designing and Improving the Adult Education Prcgram (Chicago)
b. Program Planning in Adult Education (George Washington)
c. Program Planning and Evaluation (British Columbia)
d. The Organization and Administration of Continuing Education (Brigham Young)
e. Program Building in Extension Education (Cornell)
f. Organization of Adult Schools (Indiana)
g. Administration of Adult Education Agencies (Nebraska)
h. Program Design and Processes for Adults (Columbia)
i. Administration of Adult Education (Buffalo)
j. Organization and Administration of Adult Education (FSU)
k. Organizing and Administering Adult Education Programs (Bcstor
l. Program Planning, Teaching Methods and Evaluation in Adult Education (University of Toronto)
m. Programming in Adult Education (N. Carolina State University)
n. Theory of Organization and Administration in Adult Education (North Carolina State University)
o. Program Development and Evaluation (Univ. of Missouri)
p. Curriculum Development and Program Planning in Adult Educatic (Arizona State University)

2. Titles of Courses Dealing With a Sub-Topic of Program Development

a. Adult Education Methods (Michigan)
b. Processes and Procedures in Adult Education I, II (Indiana)
c. Methods, Techniques and Materials of Adult Education (Florida State University)
d. Discussion Methods (Ohio State)
e. Methods and Curriculum for Adult Education (Buffalo)
f. Evaluation in Adult Education (Florida State University)
g. The Diagnostic Procedures in Adult Education (Indiana)
h. Parent Education (Ohio State)
*i. Problems in Educational Sociology (Michigan)
j. Planning Employee Development Programs (George Washington)
k. Practicum in School and College Counseling (Columbia)
l. General Methods in Adult Education (Ohio State)
m. Public Area Schools (North Carolina State University)
n. Process of Community Adult Education (Florida State Univ.)
o. Educational Programs for the Disadvantaged Adults (Florida St
p. Consulting as an Adult Educational Process (Florida State)
q. Diagnostic Procedures in Adult Education (Indiana)

3. Course Objectives -- Program Development

a. Chicago

"To give each student a conception of the fundamental series of steps which must be taken in designing or improving an adult educational program.

To give each student some familiarity with each of these steps."

b. Columbia

"An analysis of theory and research relevant to the design of effective learning experiences for adults. Topics include community survey, clientele analysis, specification of goals and objectives, staffing, selection and organization of learning experiences, program interpretation and evaluation. Emphasis on application of principles and concepts to case situations."

c. Boston University

"To develop knowledge of basic principles and methods of program development and an understanding of their application in a variety of institutional settings.

To develop skill in basic administrative functions, such as policy formulation; selecting, training, and supervising leaders and teachers; promoting and interpreting; financing; working with boards and committees; and program evaluation.

*Does not quite fit. Similar to Sociology of Adult Education (Columbia)

c. (Cont.--Boston University)

To develop insight into the nature and dynamics of organizational life and an understanding of the implications of these dynamics for the management of an adult educational enterprise.

To develop familiarity with a variety of organizational settings in which adult education takes place and an understanding of their differentiated roles and problems.

To develop an appreciation for democratic values in the administrative process."

4. Required and Basic Texts

a. Teaching and Learning in Adult Education -- Miller
b. Adult Education -- Verner and Booth
c. Adult Education: Outlines of an Emerging Field of University Study -- Jensen, Liveright and Hallenbeck
d. Continuing Your Education -- Houle
e. An Overview of Adult Education Research -- Brunner
f. Volunteers for Learning -- Johnstone, Rivera
g. Public School Adult Education: A Guide for Administrators -- NAPSAE
h. Handbook of Adult Education in the U.S. -- Knowles
i. The Effective Board -- Houle
j. Adult Education in Transition -- Clark
k. The Supervision of Group Work -- Hedley and Tucker
l. How to Develop Better Leaders -- Knowles and Knowles
m. Administrative Behavior -- Simon
n. The Planning of Change -- Benis, Benne, Chin
o. New Patterns of Management -- Likert
p. Client-centered Therapy -- Rogers
q. Studying Your Community -- Warren
r. University Adult Education -- Petersen and Petersen
s. Taxonomy of Educational Objectives -- Bloom, et al.
t. Adult Education: Theory and Method #7 - Administration of Adult Education -- AEA
u. Adult Education Procedures, Methods and Techniques -- Aker
v. Sociological Backgrounds of Adult Education -- Burns
w. Basic Principles of Curriculum and Instruction -- Tyler

C. Adult Learning

1. Titles of Courses in this Area

a. Learning in Adult Education (FSU)
b. Developmental Psychology (Columbia)
c. The Adult as Learner (Boston)
d. Psychology of Adult Education (Nebraska)
e. Adult Learning and Teaching (Toronto)
f. Foundations of Adult Education (British Columbia)
g. Applied Neurology: The Central and Peripheral Nervous System and Adult Learning (Indiana)

1. (Cont.) Titles of Courses in this Area

   h. Review of Research on Psychological and Sociological Backgrounds of Adult Education
   i. The Teaching Learning Process in Adult Education (Indiana)

2. Titles of Courses Related to Adult Learning

   a. Communicating Extension and Community Development Programs (Cornell)

3. Course Objectives

   a. Cornell

      1. "What is the nature of the teaching learning process as the basis for communication?
      2. What is the nature of the communication process applied to Extension Education and Community Development?
      3. How can educational objectives be selected, analyzed and stated so that they are useful in guiding the communication process?
      4. How can learning experiences be provided that are likely to contribute effectively to the attainment of educational objectives. . . ."

   b. Florida State University

      "The specific objectives of this course are to enable each student to develop or acquire:

      1. A familiarity with and understanding of the experimental studies, scientific investigations and theoretical writings which are pertinent to adult learning.
      2. The ability to identify, critically evaluate and intelligently discuss scholarly work by investigators in adult learning and related fields.
      3. An understanding of the differences between adults and youth as learners and the implications of these differences for teaching and learning.
      4. An understanding of the basic concepts and principles involved in cognitive change, attitudinal change and in mastering psychomotor processes as related to the adult learner.
      5. An understanding of the conditions under which adults are most likely to learn and the implications of these conditions for designing effective learning experiences

   c. Boston University

      "The general objectives of this course are as follows:

      1. To develop knowledge of the current research findings regarding the needs, interests, motivations, capacities and developmental characteristics of adults as learners.

c. (Cont.) Boston University

2. To develop knowledge of the various theories of learnin and to help each student construct a personal theory of learning.

3. To develop an appreciation of the role and resources of each individual in carrying on a continuing program of self-development.

4. To develop increased skill in conducting a scientific inquiry into some problem of adult learning."

4. Basic Texts

a. Experience and Education -- Dewey
b. A Taxonomy of Educational Objectives: Handbook I -- Bloom
c. The Process of Communication -- Barlo
d. How Adults Learn More - Faster -- NAPSAE
e. Self-Renewal - The Individual and the Innovative Society -- Gardner
f. Adoption of New Ideas and Practices -- Lionberger
g. The Communication Process in Rural Development -- Leagans
h. The Inquiring Mind -- Houle
i. How Adults Learn -- Kidd
j. Learning -- Melnick
k. Psychological Backgrounds of Adult Education -- Kuhlen
l. Psychological Development Throughout the Life Span -- Pressey-Kuhlen
m. Developmental Tasks and Education -- Havighurst
n. Teaching and Learning in Adult Education -- Miller
o. The Conditions of Learning -- Gagne

D. General Administration

1. Titles of Courses in this Area

a. Administration of Adult Education (Columbia)
b. Organization and Administration of Adult Education
c. The Administration of Higher Adult Education (Boston)
d. Organization and Administration of Adult Education Programs (Ohio State)

2. Titles of Courses Related to Administration

a. Appraising Institutions of Adult Education (Chicago)

3. Course Objectives

a. Boston University

"Special problems and principles in development and operation of programs of continuing education for adults in . . . institutions of higher education. Societal developments

3a. (Cont.) Boston University

affecting such programs; the development of an understanding of colleges and universities as social systems and the role of adult education in them. Specific factors in the planning, administration and evaluation of effective programs of continuing education."

b. Columbia

"The general purpose of this course is to relate administrative theory and research to current practice in the field of adult education. More specifically, the major objectives are:

1. To aid the student in better understanding administrative theory as it applies to the administration of the adult education agency.
2. To encourage the student to understand and apply concepts of administration that are most relevant to adult education.
3. To provide case and field study experiences within whic the student will be able to engage in decision making regarding crucial issues in the field of adult educatic
4. . . .
5. To develop the ability of the student to identify issue needing research in the field of adult education administration, and to initiate and conduct such research . . ."

c. Florida State University

"General objective: to assist the student to understand the procedures by which the adult education administrator attempts to attain the various purposes of his organization.

Specific objectives: to assist the student to understand the procedures by which the adult education administrator attempts to:

1. Satisfy the interests of both members and non-members.
2. Provide services that will satisfy interests of those in (1).
3. Operate in an efficient manner.
4. Maintain a satisfactory level of organizational viability.
5. Mobilize appropriate resources.
6. Observe, police, and establish appropriate codes of behavior.
7. Act in a rational manner."

4. Basic Texts

a. Adult Education in Transition -- Clark
b. Forms and Forces in University Adult Education -- Carey
c. Administrative Action -- Newman
d. The Managing of Organization -- Gross
e. Administrative Behavior -- Simon
f. Decision Making in University Evening College -- Daigneault

E. Other Courses

1. Titles

a. Education for Community Leadership (Michigan)
b. Adult Literacy and Fundamental Education (Indiana)
c. The Adult Citizen (Indiana)
Objective: A study of the nature and phenomenon of the intellectual maturation process of the adult; emphasis on the translation and utilization of learning to produce a mature rationality in our lives and institutions.
d. Parent Education (Ohio State)
e. Seminar in Group and Interpersonal Relations (Boston)
Objective: A laboratory experience in analysis of group behavior, with emphasis on understanding effects of group dynamics on learning.
f. Workshop in Adult Basic Education (Ohio State)
g. The Democratic Idea and Adult Education (Indiana)
h. Internship in Adult Education (Indiana)
i. Problems of Work and Leisure (California-Berkeley)
j. Problems in Adult Education (California-Berkeley)
k. Community Development (California-Berkeley)

II. Unique Features

A. George Washington

1. Education of Training Directors

B. Cornell

1. Education of Extension Personnel

C. Buffalo

1. Public School Adult Education

D. Chicago

1. Residential Centers
2. Appraising Institution

E. Michigan

1. Community Development

II. (Cont.) Unique Features

F. Columbia

1. Counseling

G. Boston University

1. Group Dynamics

H. Indiana

1. Language Requirement - Scandanavian
2. Emphasis on Institutional Setting

I. UCLA

1. Seminar in Adult Education: Implications of recent social criticism (Warner, Reisman, Whyte, Mills, Galbraith, Theobald, etc.)

J. Ohio State

1. Adult Basic Education

K. Florida State University

1. Adult Basic Education

III. Internship Programs

A. Chicago
B. Indiana (Required)
C. Florida State University
D. Boston University (Problems of Adult Education)
E. Michigan
F. Ohio State
G. Columbia
H. University of Wyoming
I. Arizona State University
J. North Carolina State University

IV. Graduate Seminars

A. General Purpose

Discussion of issues and problems in adult education; acquaintance with current programs and leaders in the field.

B. Research

Development and Critique of Research Proposals

V. Statements of Purpose of Adult Education Programs

A. Teachers College - Columbia University, New York

The Ed.D. program in adult education is designed to develop broad competence in the development and administration of adult education programs.

The Ph.D. program in adult education research is designed to prepare researchers and scholars with a high level of competence in the methods of social and behavioral science research, and to provide a background and interest in the field of adult education.

B. North Carolina State University

The graduate program is designed to help the student plan and carry out an individual program of advanced study based on the following objectives:

1. To understand the scope and significance of the field of adult education and its contribution to society.

    a. To understand the general history and development of adult education in the United States;
    b. To understand the breadth and complexity of the field of adult education;
    c. To understand the structure and function of adult education organizations, institutions and agencies.

2. To understand the role of adult education as a process of social change.

    a. To understand the role of the adult educator as an agent of social change;
    b. To understand the nature and complexity of potential client systems in contemporary society including the individual, family, group and community;
    c. To understand relevant concepts, theories and principles in the behavioral sciences requisite to affecting programs of change and to acquire proficiency in their application.

3. To understand intensively a specialized area of adult education, e.g., administration, programming.

    a. To understand the concepts, theories and principles contained in education and behavioral sciences that are relevant to the specialized area;
    b. To understand the interrelationship that exists between the above concepts, theories and principles.

4. To develop competence in designing and conducting scholarly research in the field of adult education.

   a. To increase the ability to recognize and analyze significant problems;
   b. To select and define a significant problem for research;
   c. To prepare and execute an effective research design;
   d. To report the research clearly and logically;
   e. To demonstrate the relation of the research to present knowledge in adult education.

5. To develop the competence to identify and evaluate significant scholarly work in adult education and related fields.

   a. To be able to integrate new research findings into the existing body of professional literature in the field of adult education.
   b. To be able to interpret the results of research to other adult educators;
   c. To be able to glean, interpret, and synthesize from other disciplines research findings that have significance for the field of adult education;
   d. To be able to translate pertinent research findings into action-oriented programs.

C. University of Wyoming

The University of Wyoming has designed a program which emphasizes the breadth and variety of the field, the structure and function of adult education agencies, an understanding of the philosophical and psychological principles, and the importance of methods and techniques in educating adults.

The program is geared to the needs of those who are presently engaged in, or who are anticipating being engaged in full-time or part-time educational work with adults. Each student has the opportunity to develop with his advisor a program of study geared to the students' interests and talents.

D. Florida State University

The degree programs are basically designed for persons preparing for the following leadership positions:

1. Administrators of adult education who are responsible for develop staffing, executing, and administering the adult education programs of the various agencies of adult education. Such positions include directors and assistant directors of university extension divisions and cooperative extension services, directors of State and County departments of public school adult education, directors of education divisions in labor organizations and the military services, deans of evening colleges, and directors of education for a variety of voluntary organizations and national associations.

2. Program specialists in adult education such as cooperative extension specialists, community development specialists, conference coordinators in centers for continuing education, library specialists in adult education, and others who are primarily responsible for program planning and development.

3. Supervisors and training specialists in adult education such as in-service education directors in business and industry and directors of training and in-service education for professional associations, governmental agencies, and universities.

4. Adult education counselors and master teachers such as counselors and teachers in university adult education divisions, evening colleges, and public schools.

5. Adult education researchers and professors of adult education.

VII

Admission Requirements for the

Master's Degree

1. Arizona State - B. A. in Education or 24 semester hours in Education, plus at least at. 2.5 G.P.A.

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2. Ball State - Baccalaureate degree (accredited) and admission to Graduate Status - includes 15 hours of satisfactory work and an approved program of study.
3. Boston University - 2.5 G.P.A. in Bachelor's work

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4. Brigham Young -

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5. British Columbia - Bachelor's degree with 80% average; plus 2 years working with adults.

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6. Buffalo -
7. California (Berkeley) - A.B. in subject matter area.

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8. California - (Los Angeles) - B. A. or B. S.; Four upper division courses in education; G.P.A. 3.0.; GRE of 1000 or higher.
9. Chicago - Bachelor's degree (accredited); GRE scores (no automatic cutting point). Three recommendations.

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10. Columbia - B. A. (accredited) with B average; plus School Entrance Examination. Score above cutting point.

11. Cornell - Bachelor's degree with B, or higher, average; G.R.E. 1000; some experience.

12. Florida State - Bachelor's degree, GRE 900; three recommendations.

13. George Washington - B. A. with 2.8, or higher, G.P.A.; plus two years experience in adult education.

14. Georgia - Bachelor's degree (accredited), rank in upper 50% undergraduate class; satisfactory score on the Aptitude Test of the GRE (NTE common and NTE Optional may be substituted).

15. Indiana - Bachelor's degree (accredited) and experience.

16. Michigan, University of - B. S. with some work in Education (15 hours)

17. Michigan State University - Baccalaureate degree; GPA 3.0; work experience (not specified) preferred.

18. Missouri, University of - B. S. and three years informal teaching experience.

19. Nebraska - Baccalaureate degree (accredited); 18 hours in education if certified for public school; otherwise, 6 hours in work in educational psychology or psychology and the passing of qualifying examinations.

20. North Carolina, University of (Chaple Hill) - Bachelor's degree with 2.75, or higher, G.P.A. GRE 50th percentile. Miller analogies or Ohio State batteries (50th percentile, national norms). Optional. Interview.

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21. North Carolina State - G.P.A. 2.8/4.0; GRE 1000.

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22. Ohio State (Extension Education) - 2.7 G.P.A. or acceptable GRE. One year experience in the field.

22a. Ohio State (Adult Education) - 2.7 GPA or acceptable GRE.

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23. Toronto - Bachelor's degree with B average or better in final year.

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24. Virginia Polytechnic Institute

25. Wisconsin - Madison - 2.75 G.P.A.;

26. Wisconsin - Milwaukee - 18 undergraduate hours in social sciences; G.P.A. 2.75/4.0.

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27. Wyoming - B. A. with at least a 2.5 GPA; Successful on screening examination.

Admission Requirements for Doctoral Programs

1. Arizona State - M. A., plus Miller Analogies, at least 24 hours in education; Six letters of recommendation.
2. Ball State - Must meet general university requirements.
3. Boston University - 3.25 in Master's work.
4. Brigham Young[a]
5. British Columbia - B. A. and M. A. with 85% average.
6. State University of New York at Buffalo[a]
7. California - (Berkeley)- M. A. or equivalent.
8. California - (Los Angeles) - Same as Master's Degree.
9. Chicago - Master's degree (accredited); GRE; Three recommendations.
10. Columbia - B. A. with B+ average; Miller Analogies score above cutting point; successful graduate course marks.
11. Cornell - Same as requirements for Master's degree, except M. A. or M. S. required.
12. Florida State - GRE 1000 with three recommendations, satisfy Graduate School requirements.
13. Georgia - Bachelor's degree (accredited)., rank in upper 50% undergraduate class; satisfactory score on the Aptitude Test of the GRE (NTE common and NTE Optional may be substituted.)
15. Indiana - Master's degree or equivalent (may be in process); acceptable GRE; recommendation of adult education faculty.
16. Michigan, University of - Master's degree with "equivalent" of adult education work required for a master's degree.

17. Michigan State - M. A. or equivalent - or can start from B. A. or B. S.; GPA 3.5 or other evidence of capacity on graduate study; GRE or Miller Analogy scores considered.

Missouri - (No doctorate offered)

18. Nebraska - Same as Master's Degree.

19. North Carolina, University of (Chaple Hill) - (No doctorate offered)

20. North Carolina State - G.P.A. 2.8/4.0; GRE 1000; Personal Interview.

21. Ohio State (Extension Education) - Same as Master's degree.

21a Ohio State (Adult Education) - Same as for Master's degree.

22. Toronto - Same as Master's degree (for 3 - year program) or the equivalent of our M. A. in adult education (for 2-year program).

23. Virginia Polytechnic Institute. No doctorate offered.

24. Wisconsin - Madison - G.P.A. (undergraduate) 2.75, other requirements vary by the Department in which the degree is pursued.

25. Wisconsin - Milwaukee - (Doctorate not offered)

26. Wyoming - M. A. with B+ average. Successful on screening exams.

a. Information not available.

Number of Students

Institution	Number of Doctoral Students		Number of Master's Students		Dissertation Students (Post-Proposal)	Other Degree Students	
	Full-Time	Part-Time	Full-Time	Part-Time		Full Time	Part-Time
1) Arizona State	9	17	4	40	8	—	—
2) Ball State	2[a]	0	2	15	1	—	—
3) Boston University	24	103	15	30	14	2[b]	14[b]
4) Brigham Young	0	7	0	0	3	—	—
5) Chicago	19	21	4	2	22		
6) California-Berkeley	10	14	16				
7) California-Los Angeles	20	15	6	0	4		
8) Cornell	18	3	8	4	8		
9) Florida State	35	5	13	7	4		
10) George Washington	2	29	2	41	6		3[d]
11) Indiana	35	28	4	17	17		
12) Michigan State	7	26	3	18	6		
13) Missouri[e]	—	—	8	15	0		
14) Nebraska	10	13	2	6	6		
15) North Carolina (University of)	0	0	1	2	0		
16) North Carolina State	42	39	46	123	59		

	Doctoral		Master's		Dissertation	Other	
	Full-Time	Part-Time	Full-Time	Part-Time		Full-Time	Part-Time
17) Ohio State (Adult Ed.)	12	19	1	12	4		
18) Saskatchewan[e]	--		6	7	0		
19) Toronto	12	6	12	86	7	--	--
20) VIP[e]	--	--	11	0	1		
21) Wisconsin Madison	64	20	13	7	35	--	--
22) Wisconsin ~~Madison~~ Milwaukee	--	--	2	39	--		
23) Wyoming	9	4	1	5	8		
TOTAL	330	369	179	556	205		
AVERAGE	14.3	22.6	8.5	24.1	10.8		

	Number of Full-Time Students	Number of Part-Time Students	Dissertation
British Columbia	17	27	13
Columbia	7	23	5
Georgia	4	1	0
Michigan University	6	30	20
Ohio State (Extension)	8	4	2

a. Cognate area only.
b. Certificate of Advanced Study.
c. Not majors in adult education; a "special emphasis" area only.
d. Education Specialist (M.A. + 30).
e. No doctoral program.

Number of Faculty

Institution	Full-Time	Part-Time
1. Arizona State	1	3
2. Ball State	1	4
3. Boston University	2	3
4. Brigham Young	-	-
5. British Columbia	2	0
6. Chicago	3	1
7. California-Berkeley	1	2
8. California-Los Angeles	1	0
9. Columbia	-	-
10. Cornell	2	2
11. Florida State	4	4
12. George Washington	1	4
13. Georgia	2	0
14. Indiana	5	1
15. Michigan, University of	0	6
16. Michigan State	1	8
17. Missouri	0	4
18. North Carolina (University of)	1	2
19. North Carolina State	14	9
20. Nebraska	2	6
21. Ohio State Extension	0	3
21a Ohio State (Adult Education)	2	0

		Full-Time	Part-Time
22.	Toronto	5	0
23.	Virginia Polytechnic Institute	0	5
24.	Wisconsin-Madison	3	8 - ½ time 4 - less than ½ time
25.	Wisconsin-Milwaukee	0	2
26.	Wyoming	2	2
	TOTALS	55	82
	AVERAGE	2.2	3.3
	Median	1.5 (Approx.)	

Number and Value of Assistantships,

Fellowships and Internships.

		ASSISTANTSHIPS		FELLOWSHIPS		INTERNSHIPS	
		NO.	AMOUNT	NO.	AMOUNT	NO.	AMOUNT
1.	Arizona	5	1,600	0	___	2	2,500
2.	Ball State	2	2,400	0	____	0	____
3.	Boston-Univ.	1	1,700	1	1,500 + tuition	4	4,000.00
4.	Brigham Young	_	_	_	_	_	_
5.	British Columbia	4	2,500	0	_	0	_
6.	California-Los Angeles	0	_	0	_	0	_
7.	California-Berkeley	0	_	0	_	0	_
8.	Chicago	4	2,500	6	6,000	5	5,000
9.	Columbia	1-3	5,000	0	_____	Many	5,000-10,000
10.	Cornell	3	3,400	0	_	0	_
11.	Florida State	4	2,100	2	3,000	3	6,000
12.	George Washington	0	_	0	_	0	_
13.	Georgia	0	_	2	4,800	0	_
14.	Indiana	1½	3,900	5	1,500[a]	0[b]	0 (Required Course)
15.	Michigan, University of	3-4 ~~1-3~~	1,300-3,500	2	2,500	3	8,000
16.	Michigan State	3	2,700-3,800	0	_	2	2,700-7,500

	ASSISTANTSHIPS		FELLOWSHIPS		INTERNSHIPS	
	NO.	AMOUNT	NO.	AMOUNT	NO.	AMOUNT
17. Missouri	0	_	0	_	0	_
18. Nebraska	2	2,400	0	_	_	No set number, available as needed
19. North Carolina, Univ. of	2	2,000	0	_	2	6,000
20. North Carolina State	16	3,000-3,600	2	3,000	20	5,200
21. Ohio State (Extension)	1	3,600	0	_	0	_
21a Ohio State (Adult Education)	0	_	0	_	0	_
22. Toronto	16	4,500 or 3,000	0	_	0	_
23. Virginia Polytechnic Institute	0	_	0	_	0	_
24. Wisconsin-Madison	24	2,400 3,600	2	2,200	13[c]	up to 450/mo.
25. Wisconsin-Milwaukee	1	_	0	_	0	_
26. Wyoming	5	1,300 3,000	0	_	1	4,000 (1 semester)

Median number of assistantships =	2.0
Average value of assistantships =	$2,833
Median number of fellowships =	Less than one
Average value of fellowships =	$3,100
Median number of internships =	Less than one
Average value of internships =	5,700

a. Out-of-state fee waived.

b. Indiana's 22 internships do not carry a financial award.

c. "Traineeships" is the term used at this institution. Several of the traineeships and assistantships are comparable to internships.

TITLE OF PROGRAM

1. Arizona-----Adult Education Graduate Program

2. Ball State---Leadership in Community Services

3. Boston-----Graduate Program in Adult and Higher Education

4. Brigham Young[a]--------

5. British Columbia-----Department of Adult Education, Faculty of Education.

6. Buffalo[a]-----

7. Chicago-----Adult Education is a "special field" within the Department of Education, which is in the Division of Social Sciences.

8. California-Berkeley-----Adult Education in the Division of Social Foundations.

9. California - Los-Angeles----Craduate Program in Adult Education (part of the Division of Higher Education)

10. Columbia----Center for Adult Education, Teachers College.

11. Cornell------Extension and Adult Education

12. Florida State----Department of Adult and Continuing Education.

13. George Washington---Graduate Program in Adult and Employee Development.

14. Georgia------Adult Education.

15. Indiana-----Adult Education

16. Michigan, University of---Community Development and Adult Education.

17. Michigan State----Graduate Studies in Continuing Education.

18. Missouri-----Extension Education.

19. North Carolina Chap-Hill-----Graduate Program in Adult Education.

20. North Carolina State -------Adult Education.

21. Nebraska----Department of Adult and Continuing Education.

22. Ohio State----Extension Education

22a Ohio State----Center for Adult Education.

23. Toronto----Department of Adult Education, Ontario Institute for Studies in Education.

24. Virginia Polytechnic Institute-----Extension Education

25. Wisconsin-Madison-----Adult Education- in Department of Educational Policy Studies; Adult Education - in Department Curriculum and Instruction; Cooperative Extension (Education) or Cooperative Extension (Administration)- in Department of Agriculture and Extension; Cooperative Extension- Home Economics and Cooperative Extension - Administration - in Home Economics Education and Extension.

26. Wisconsin-Milwaukee-----Degree is in educational administration and supervision with emphasis in Adult Education.

27. Wyoming-------Adult Education.

a. Not Available.

DEGREES OFFERED AT

VARIOUS INSTITUTIONS

		Ph. D	Ed. D	Master's	Other
1.	Arizona	Yes	Yes	Yes	Ed. S
2.	Ball State	No	Yes[a]	Yes	___
3.	Boston University	No	Yes	Yes	CAGS[b]
4.	Brigham Young[c]	___	___	___	___
5.	British Columbia	No	Yes	Yes	Diploma and MSA
6.	Buffalo[c]	___	___	___	___
7.	California-Berkeley	Yes	Yes	Yes	------
8.	California-Los-Angeles	Yes	Yes	Yes	_____
9.	Chicago	Yes	No	Yes	Certificate of ADV. Study
10.	Columbia	Yes	Yes	Yes	Professional Diploma
11.	Cornell	Yes	Yes	Yes	------
12.	Florida State	Yes	Yes	Yes	
13.	George Washington	No	Yes	Yes	ED.S
14.	Georgia	No	Yes	Yes	
15.	Indiana	Yes	Yes	Yes	-------
16.	Michigan, University of	Yes	Yes	Yes	ED.S
17.	Michigan State	Yes	Yes	Yes	Education Specialist
18.	Missouri	No	No	Yes	_____
19.	Nebraska	Yes	No	Yes	_____

	Ph.D	Ed.D	Master's	Other
20. North Carolina, University of (Chaple-Hill)	No	No	Yes	M. Ed.
21. North Carolina State	No	Yes	Yes	------
22. Ohio State (Adult Education and Extension	Yes	No	Yes	------
23. Toronto	Yes	Yes[e]	Yes	Certificate
24. Virginia Polytechnic Institute	No	No	Yes	_____
25. Wisconsin-Madison	Yes	No	Yes	_____
26. Wisconsin-Milwaukee	No	No	Yes	Certificate[f]
27. Wyoming	Yes	Yes	Yes	

			MA or MS=	Others=
Totals	Ph.D=15	Ed.D=16	25	11

a. Cognate only

b. Certificate of Advanced Graduate Study

c. Not available

d. Ed.S is "between Master's and Doctorate."

e. It is being phased out

f. 6th year Post-Masters-Program for "Certificate in Educational Administration."

Addendum

Additional institutions included in the survey.

1. Ball State University
2. Michigan State University
3. University of Saskatchewan
4. Virginia Polytechnic Institute

Courses at University of California (Los Angeles)

1. Overview of the field
2. Current Problems and Issues
3. Adult Education in other countries
4. Community agencies of adult education
5. Community Development Programs in the U. S.

Courses at Virginia Polytechnic Institute

1. Program Evaluation
2. Basic Communication in Extension and Adult Education
3. The Sociology of Adult Education

Internship Programs

(See page 14)

Wisconsin-Madison

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on Adult Education